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The Educational Weekly.

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THE WEEKLY.

In a large school there is no way in which a principal can earn his salary better than by looking at the thermometers and testing the quality of the air in the room to keep it pure and warm.

All reading lessons should have preliminary exercises—light gymnastics, breathing, sounds, etc. Elocutionary drill would give variety and system to the study, and no series of readers is deficient in directions which, if followed, will be sufficient as an instructor and guide.

. It is a good thing to have writing-books marked periodically by the principal. This should not be overdone, however. The class teacher may mark every page or every column; but if the principal marks a book three times, on the completion of the 8th, 16th, and 24th page, it is sufficient.

In some places teaching the use of quotation marks is now made a hobby. It is a neat and interesting job to use quotation marks with perfect accuracy, but there is danger of spending too much time on it with young children. Overdoing this work is undoing it, and random quoting is worse than no quotation marks at all.

Another of the earnest toilers in the ranks of public school teachers has passed to her rest. On the second of February, Mrs. Mary P. Colburn, of South Boston, closed her eyes to the scenes of this world to open them in Paradise. Her name, at least, is familiar to our readers, as she was one of the WEEKLY'S early and valued contributors. We have clipped the following from a Boston paper, and hope to publish an obituary in a subsequent issue.

FUNERAL.—The funeral services of Mrs. Mary P. Colburn took place yesterday noon from her late residence, 84 H street, Rev. L. B. Bates officiating. There was a large representation of relatives, friends, and teachers from the various schools. The floral offerings were elaborate, including a tribute from the Hawes school, at which the deceased was a popular teacher for 19 years, and a star from Thomas W. Bicknell, Esq., of the *Educational Journal*, to which Mrs. Colburn was a contributor.

GOOD ENGLISH.

A CHICAGO paper relates that a business man of the city recently stated that it was a very rare thing to find a young lady among all the applicants for clerkships who could write a fair business letter, even from dictation. A principal of a boarding school in Illinois tells us that a large proportion of the letters received from teachers applying for situations bear evidence of ignorance and carelessness in the use of the English language, and effectually condemn the applicants, in advance. As editors of an educational journal we have often been surprised and mortified at the careless composition and poor copy that have been offered for publication, by those who have received what was supposed to be a good education.

We are not accustomed to disparage the work of our public schools, nor to underrate the qualifications of our teachers. We believe that, as a rule, they compare favorably with any profession, in character and in culture. But in the great variety of attainments that modern life demands of teachers, we fear that they do not give themselves time for that careful training in the use of their mother tongue that such an important instrument of usefulness deserves, and that they often hurry over this part of their preparation with impatience.

Teachers, and those preparing to be teachers, should consider that language is the great instrument by which all other acquirements are to be made available. It is the working tool which can never be laid aside. It is, in fact, the measure of the mind, as well as the means of all its practical employments. Some things it may suffice to know superficially; some things can be slighted and must be slighted, for we cannot master universal knowledge. But language can never be too well known, or too thoroughly studied, or too precisely practiced.

Written language, perhaps, depends more upon study and training, for excellence, than spoken language. Association and early habit are the great factors in the acquirement of the latter; but patient, well-directed labor is the only passport to the former. To learn to put thoughts on paper with due precision is a toilsome work. "Yours in haste," at the end of a letter does not indicate a scholarly habit. A scrawling, kinky, slovenly hand-writing is no recommendation to men and women of ordinary talent, whatever may be thought of it in cases of exceptional genius. Disregard of punctuation, capitals, paragraphs, and margin, are no evidence of education. On the contrary, these defects indicate a serious lack and deficiency in the very elements, in the alphabet, as it were, of culture. Teachers who are ambitious to rank high in their profession will seek to remedy these defects, if they exist; and those who look forward to the teacher's title and duties will earnestly strive for excellence in this direction.

The corollary to this is, teachers should give this subject more attention in their teaching, as well as in their preparation for teaching. Our schools will never be up to their maximum of usefulness until the study of the English language attains greater prominence, and drill in English composition and letter writing is made more thorough. It is better to teach pupils to write a good letter than to name all the bones in the body, or to trace all the constellations in the sky.

At a recent teachers' meeting a pretty discussion arose as to when definitions in arithmetic should be taught. One argued that each fundamental operation should be finished up both in theory and practice before going to the next. Another contended with apparently greater force that children should be taught to do first and to reason afterwards. Practice before theory; work before philosophy; first the *how* then the *why*. This seems to be the true doctrine for graded schools.

The best method to adopt in teaching any subject is that by which the greatest amount of work can be accomplished in a given time. Any well-developed method of instruction is successful only in proportion to its adaptability to the conditions and capacities of the learner, and as the conditions and capacities of the children attending school are exceedinly varied, and unequal, there must of necessity be a corresponding variety of methods of instruction, and in this more than in any other one thing is the genius of the teacher called into requisition. New ways and means must be devised with every recurring day, that young hearts may be made more glad, the eyes more brilliant, the soul more earnest, than ever can be done by the mere methodical teacher.

The rule of the Chicago Board of Education making the marriage of a female teacher equivalent to resignation has been widely and adversely commented on by the press. In palliation of its offensive feature, the executive officer of that body says that he is instructed to state that last year it would have affected only ten persons, and that it is not intended to be used against the present incumbents. A board member noted for his goodness says that the reason for it is that last year ladies got married without notifying the board and strange names got on the pay-roll; but that he will vote to reinstate any good teacher who gets married! The jocose expression "discharge them, hire them over again, and give them better wages" is thus likely to find practical application in Chicago. What if the rule does affect only one per cent of the corps? It makes a much larger per cent uncomfortable, points them out as a class working on sufferance and contrary to a rule on the books. The malicious use of a pistol does not affect more than one per cent of the population, and yet people do erect machines for stretching the necks of those who use a pistol maliciously. The tax on tea which the American colonists resisted was merely nominal, but it was opposed as vigorously as if it were £3 instead of 3*d*. The fact that the above explanation, or any explanation, has to be made of a rule of the board indicates the doubtful propriety of its adoption.

UNAPPRECIATED EFFORTS.

The Educational Weekly, of Chicago, * * * * has been a good publication, but no matter *how* good any strictly educational publication may make itself, it will not be properly supported by teachers. * * * * We advise its editors to quit publishing an educational paper. They will get poorer and poorer every year they continue in the business. The *High School Journal* long ago discontinued all attempts to make itself an exclusively educational publication. It does not care whether its volumes contain anything of interest to the teacher or not, inasmuch as it does not ask any support from teachers as a class. It is pleased to have as many people as possible enrolled on its lists, irrespective of whether they are teachers or dunces, and it will publish such articles only as in its judgment it thinks will please the most of its patrons. It does not compete for the honor of publishing gratis the official doings, instructions, and circulars of the State Superintendent, or the extended papers, mathematical problems, and school managing discussions of country pedagogues. There are neither thanks, appreciation, nor pecuniary return given by those who ought to give them for this work, and no one can be particularly blamed for any of these wrongs but the deluded individual who publishes a strictly educational journal. We would therefore advise the Weekly to discontinue its unappreciated efforts and let teachers relapse into ignorance and barbarism. —*Omaha High School Journal.*

There is more truth than poetry in the above. It appears that teachers do not put themselves out of the way to help an educational journal. Educational journal is an orphan. Teachers low down are too indifferent to support it; most teachers high up are too conceited to support it. There is no such thing as a schoolmaster who has not failed as a writer for the press, and he's the last man who will try to make another succeed where he failed.

Between these two stools the educational journalist is apt to sit down very low financially. Great educators of course expect to get the journal for nothing, and if they deign to look at it or cut its leaves it is only at places where they expect to find notices of themselves or their own productions in print. By the way, these great educators are apt to be very great humbugs.

But our lively contemporary does not tell us anything new in this matter. Have we not known it? Has not the Weekly changed of late, becoming more secular and literary?

Our long article last week was not pedagogical, but it was therefore more broadly educational; so with our selections and contributions. But we must have some pedagogy to give us a *raison d'etre* and justify the name. This poor support of educational journals is peculiar to the United States. It comes of little learning. The educational journals of England are magnificently supported! There teachers have to pass hard examinations. But here a teacher who couldn't get a cent for a thousand miles of "copy" will presume to instruct you how to edit an educational journal according to his crude notions of the proprieties of polite literature, his towering egotism and chaotic taste. If you are dignified, you are dry and stupid; if you are lively, you are coarse if not profane. Expressions that would be sweet-scented wit and honeyed eloquence in a religious hebdomadal are considered "quite out of place in an educational journal." This comes from the pettiness of school-teaching. Its material is children, and the profession is permeated with a sense of formative imperfection.

Josephus defines Hades as an unfinished portion of the universe, the cosmical second cousin of Chaos. In the economy of life, teaching is the social and intellectual Hades. A man who has taught school fifteen years will learn more in fifteen weeks after leaving it than he did or could learn during his fifteen years' experience in school. He may possibly learn how to edit an educational journal, but while he is a teacher he is apt to be so wrapped up in his own conceit that he will not appreciate, much less support, a good thing when he sees it.

LITERARY NOTES.

—Those who wish to learn about the Encyclopædia Britannica should read a critical and scholarly article on the subject by the editor of the *Ohio Educational Monthly* in the Febrnary issue of that journal.

—*The Western Stationer and Printer* is a lively new journal, published weekly in this city by J. Sawtelle Ford, 167 Dearborn street. Mr. Ford is a man of experience in such a line of business, and will undoubtedly make a fine success of his new enterprise.

—*Pieces to Speak and How to Speak Them* is the name given to a collection of twenty selections printed on tinted card board, with hints and instructions on the back. Edited by Harlan H.

Ballard, and published by D. Appleton & Co. No. 1, which has been left on our table by the publishers, is for children over 12. It is certainly a novel way of presenting "pieces to speak," but we believe it will prove highly popular.

—The paper entitled "Longitude Naught," given in *St. Nicholas* some months ago, and describing the town and observatory of Greenwich, England, is to be followed in the March number by an article concerning what the author calls "Longitude Naughty." It will be an account of the crossing of the Meridian 180°, the line directly opposite Greenwich, on the globe, and where one day has to be dropped from, or added to, the calendar, according to the direction in which the vessel is sailing. This subject has troubled older heads than the average reader of *St. Nicholas*, but the problem will, the editors say, be simply and fully explained in the March *St. Nicholas*.

—S. C. Griggs & Co. will shortly publish an edition of the *First Three Books of Homer's Iliad* with notes by James R. Boise, Ph. D. They will also continue to publish Boise's Homer's Iliad, *The First Six Books*, as heretofore. 2. *The Spell-Bound Fiddler.* —A Norseland story by Kristofer Janson, translated from the original by Auber Forestier, author of *Echoes from Mist-Land*, with an introduction by Rasmus B. Anderson. "The introduction (says the preface) will contain more about Ole Bull than has ever before been published at any one time in English. It states the facts on which the story of the *Spell-Bound Fiddler* is based, and also other similar and thrilling anecdotes, showing how lavishly the peasants of Norway are endowed with musical talent." 3. A new volume by George C. Lorimer, D. D., entitled, *Christianity and Modern Thought.* 4. A work which promises to be of deep interest to Ethnologists, Scientists, and Theologians, yet of a popular character, fascinating to the general reader, entitled, *Preadamites*—or A Demonstration of the Existence of Men before Adam, together with a Study of their Condition, Antiquity, Racial Affinities, and Progressive Dispersion over the earth, with charts and illustrations, by Alexander Winchell, LL. D., Professor of Geology and Palæontology, in the University of Michigan. Author of *Sketches of Creation*, etc.

—Five more parts of that magnificent work—*The Poetical Works of Henry Wadsworth Longfellow*—have been laid on our table by the publishers, Messrs. Houghton, Osgood & Co. The work is now considerably more than half completed, and will all be ready for delivery in the course of about seven months. It is claimed by the publishers that no more elaborate and varied and perfect work of art of its kind has ever been produced or attempted in America. To possess it is to possess one of the richest treasures of American literature. The fine steel engraving of Mr. Longfellow is from a photograph taken at the age of sixty-four, selected by the poet himself for this work The engraving was done by William E. Marshall, whom the famous French artist, Gustave Doré, has pronounced the foremost of line engravers on steel now living. The wood engravings, of which there will be upward of five hundred, are executed in the same high style of art; as the New York *Tribune* says, "they touch the high-water mark of wood engraving in this country." Mr. A. V. S. Anthony, the celebrated engraver, has the supervision of the work in all its artistic details, and the chief illustrations are such as Mr. Longfellow has himself suggested.

A remarkable fidelity to nature and the truth of history is observable in the illustrations, which can rarely be said of any work so elaborately illustrated as this, or indeed of any ordinary illustrated work. No old plates are used; every one is new, and prepared expressly for this work. To say nothing of the rich treasures of poetry contained in the volumes, the engravings alone place the work among the most desirable ever published for the library or the studio. There is an intense gratification felt by a cultivated mind in possessing them, and there is a kind of education in studying them that elevates while it instructs.

Mr. C. G. G. Paine, well known to the teaching fraternity of Chicago, has been presenting the work in the schools of this city, and has met with a most hearty and appreciative welcome. If any have not had an opportunity of subscribing for the publication, they may address Mr. Paine at the office of the publishers in this city, 99 Madison street.

ALPHABET ANALYSIS, A FUNDAMENTAL NEED.

II.

THE same three doors that are closed so completely to give us the three "mutes" and their voiced mates—six in all—are shut just as closely for the three "nasals" M, N, and N G. But there is this difference: A portière or curtain that closes the door to the nose-way is drawn down so as to open it and let the breath go through that crooked uneven passage where it is eddied and twisted so that when it comes out at the nose it is all in a turmoil and its sound is a "hum." If it came out smooth, and straight, as you see in the *vowel jets*, it would have a clear, pure, full vowel tone; and so be fully musical; but, as it is, it is only "semi-vowel." You can hum it through the scale, but you can't sing it with a clean, even tone, like the vowels proper. And without "voice" these nasals have so little sound that we don't use them in that way, as we do the mutes. You can try them with mere breath,—mere *flatus*,—unvoiced, but you find that a person a few feet away would not hear or recognize your "breath" *m* or *n* or *ng*. (Some call the breath sounds that are not voiced, "whispered" sounds, or "surd" sounds, or "atonics." And the sounds that are "voiced" are sometimes called "sonant" or "tonic," or "subtonic." You can see what Webster says of these terms; for if you wish to prepare yourself for the eminently useful work of a competent and faithful primary teacher, you will want to know about these foundations on which all literary acquirement must be based.)

Before going to the Liquids and the Fricatives there is a little more to be said and done about these semi-vowel Nasals. They are voweloid enough to stand alone and make a syllable by themselves on occasion, as vowels do very frequently. Thus the *m* in elm, or film, or chasm, is really a distinct syllable. So is the *n* in open, often, oftener, oven, oaken, etc. But we always use a vowel before *ng*, and we never use *ng* as initial to a vowel, because it has not a euphonious effect—and does not combine neatly, or without some hiatus, as you may determine by trying it. But some of the native African tribes don't care much for that, and so in their names you find NG used initially as in NGami, etc. This is pronounced in three syllables ng' gă-mee. Turn B into M by first filling the mouth full of compressed B, and then give a pull to draw down the nose-way curtain (which will be held in place pretty firmly by the pad of compressed breath.) Turn D into N similarly, and G (gay) into NG. Then prevent the breath issuing through the nostrils, by holding the nose, and try what you will make of the nasals in such phrases as "Mamma can't sing any." "My knitting is not nice." A little practice will make the relationship of these two consonant classes and of the pairs belonging to each door, quite familiar.

W. G. W.

LATIN PRONUNCIATION.

PROFESSOR S. S. HALDEMAN, Chickis, Pa.

I WISH to make some remarks on Professor Fisher's "The Three Pronunciations of Latin," 1879, to counteract eni influence that book may hav with educators. In the first place, much is anticipated by that of Leo de Lacy, 1877; secondli, its errors begin with the first page and end with the last. On page 1, the continental method is said to include "ä" in *hat*, "ŭ" in *tub*, "eu" in *feud*; on the last page (152), results of linguistic science, and their bearing on English etimologi, are referd to as "unrecognized individualisms" and "empirical novelties."

An official professor of Latin should know the histori of the language, and the interrelations of the Latin and Greek alphabets. The loose views of Mr. W. W. Story ar adopted from the N. Am. Review (Jan. and Apl., 1879), including a spurious copi (pp. 49–50) of an inscription, of which it is asserted that—"Though considerably defaced in many parts, it was legible," which is not a fact. Correct copis supply missing parts in brackets or parentheses, as in the Appendix to White and Riddle's Lat. Eng. Dictionary. Messrs. Story and Fisher woud hav us believ that at that erli day, the Romans distinguisht proper names with initial capitals, and used both "u" and "v" like modern printers.

As evidence that Latin c (*cay*, "k" being *cah*), might hav had an *s*-power, we hav on p. 46 (also from Story) the name of Sardanapalus in Greek capitals, "C" being initial and final—a letter having nothing to do with the Latin form, which is a rounded *gamma*, the Greek form being a rounded *sigma*—which was also made of three strait lines, that on the left vertical. Franz (*Elementa*, p. 264) gives a Greek inscription where everi *sigma* has the c-form.

Concurrentli with this, we ar told (p. 21) that—"Some of those who are most positive in their language are least known as classical scholars." This includes those who studi the laws of Latin and English speech, laws which furnish the basis of English etimologi, and show the relativ age of words.

An effort is made (p. 116) to found English etimologi on false Latin, the exampls cited being such as "vital" and "rumination," which Diez and Mueller do not think it worth while to record. The first exampl we ar askt to try is *vicinity*, "from vicinitas," of course with French *v* and *c* to make it less like Latin, that it may be more like English—on the principl adopted in Germani by Thomas Hood's wife, who imagind that the less she pronounst her English words like English, the more likeli would the Germans be to understand her.

"Apply the so-called Roman and say wee-kee-nee-tahs," (making it *look* as badli as possibl in rifraf rags of English spelling, and dividing it so as to hide the root) "and English etymology is offered a sacrifice to a revolutionary innovation." Now, Prof. Fisher asserts (p. 121), on the basis of my *Outlines of Etymology*, and *Affixes to English Words*, that "not one hundred scholars in America can lay claim to anything like superior excellence in English Etymology." As far as this is tru, it is attributabl to the Fisher sistem and the common manuals, where, insted of explaining (as I say in the Preface to my *Outlines*)—"they have ready their linguistic hospital for incurables called Euphony, where such words are placed as will not yield to their surgery."

To return to "vicinity"—the Fisher sistem will not account for its root as we hear it in East*wick* with the original *way* and *cay* sounds derived from Latin speech thru Anglosaxon *vic* (often spelled "wic") where "c" and "v" always hav the power they took from Latin. A French sillab ("syllable" is a corruption) *vis* from a Latin genitiv case *vici*, cannot result in English *wick*, as Professor Fisher possibli informs his students when (p. 149) the Roman method is cited "for whatever value it may have in philological research." Yet (p. 148) he denies its truth *in toto* and asserts (p. 124) that it "sacrifices the etymology." Nevertheless (p. 148) this "rubbish of nearly twenty centuries"—will enable him, not onli to refer "vicinity" to a root *wic*, but also to refer economy" to it, if he desires "the beneficial results of genuine scholarship" mentioned on p. 117—a scholarship which cannot exist upon mere rhetoric without science or generalization and an empiric, superficial etimologi, which it is not necesari to "go to college" to learn—yet, he woud "make loyalty to the masterly understanding of our etymology a duty incumbent on every one who regards the rights of his mother tongue."

On p. 53, Mr. Story is quoted for an opinion that Latin had the modern Italian pronunciation, citing CEREBELLUM, Ital. "cervello," CINCTURA, Ital. "cintura," CISTA (c=k) Ital. "cesta" (c=tsh), which woud make Eng. "chest" older than Greek "kistê," Welsh "cist" (c=k), with "cisde," Anglosaxon "cist," Scotch "kist." But (as I hav alreadi publishst) if the ancient Latin grammarians were not correct in assigning to their "c" (except that they mention that Caius was heard as Gaius, and Cnæus as Gnæus) the power of *k* (which might hav bin inferrd without their evidence), and if CANCER (a *crab* and an *ulcer*) was pronounst *cantsher*, *cantser*, or *canser*, the English "canker" and Ital. "canchero" (which Mr. Story neglected to cite), ar without etimologi. Compare CITHARA, Ital. "chitarra" (ch=k) *guitar*; GIBBOSUS, Wallachian "gheb" (gh=g in *get*) *gibbous* (g in *give*); RELIGIO, Wallach. "relighie;" SCEPTRUM, Wallach. "skeptru;" SCEPTICI the *sceptics*; and compare CELTÆ with Welsh "celtiad" a "Celt"—not *selt*, but *kelt*.

It will be observed that, besides disgracing Latin sounds by presenting them in a laughable travesti made up of English spellings, obstructionists ar fond of taking the Latin name of Cicero as an illustration of tru Latin, the first sillab being easili turned into *kick*, which must amuse the groundlings in its Welsh from "cic." They should not neglect the Latin name of Cæsar (cæ like *ki* in *kind*, with hissing *s*), which gave "Kaisar" to Greek, "Kaiser (emporer) to German, and the name of their old enemi "Iwl Caisar" to the modern Welsh. Even the Hindoos know the name as "Quisar" (*ai* in *aisle*, and pure *s*), and the Malays as "Kheitsar."

Similarli, if we do not recognise and admit the English *w*-sound as Latin, we can giv no clear account of such pairs as (Latin-English) "worm" and (Norman-English) "vermin;" and if pull down Latin "væ" (wâi) to a sham English *vee*, we make it newer than Hindoo "wâe," Anglish "vâ" (=wâ), and the English "wo." And if Latin "nâsus" is pronounst with *nav* to impart etimologic "loyalty" to *nasal*, then "nose" and "nasal" ar not cognate, or they must be associate thru German or Italian, which ar "loyal" to the original vowel of Sanscrit nâsâ *nose* (with â in *arm*, and hissing *s*)—a most important vowel which a spurious learning denies to the Latin word and deprives it of its etimoligoc function.

Stress is laid upon the want of harmoni (HARMONIA) among those who wish to place Latin and English etimologi upon a scientific, insted of an empiric basis; also upon differences of localiti and period among the Romans. But here the Latin grammarians ar to be neglected by the Sardanapalitans, who waste their time mousing for Latin *cays* among Greek *sigmas*.

The want of harmony is greatli du to the absence of phonetic nowledge, and to a vernacular influence which warps the judg-

ment in reading the ancient grammarians. These ancients tell us of certain variations of sound, as the two powers of "n" (one of which Prof. J. F. Richardson overlooks), but not of two powers of "s," hence, we must use onli the hissing element, as in Spanish. Yet some *suppose* a second power becaus Italian has it; and finding "quî" as *kee* in French "qui" and Italian "chi," some contend that this was the Latin sound—overlooking pairs like "quâre" and "where," "aqua" and the Spanish "agua." Some will hav it that Greek "Z" (=sd or zd in *wisdom*) was English *z*. altho Herodian not onli makes it a double letter, but calls attention to the fact that it differs from psî and ksî in being composed —not of Δ and Σ, but of Σ and Δ. (See my Latin Pronunciation, 1851, p. 72; and Investigation of the Power of the Greek Z, by means of Phonetic Laws, 1853.)

As Professor Fisher has studied the subject (p. 149) and occasionalli uses "the so-called Roman system" (p. 45), he shoud hav mentioned what opinions he givs to his classes as those of the grammarians, and who of their modern commentators ar nearest the truth. It is perhaps the greatest fault of his book, that he did not go over the ground, letter by letter, relentlessli skewering the fallacis and "empirical novelties" which he found it so easi to detect.

A point is made upon Hebrew as pronounst by Poles, Germans, and Portuguese—all Europeans unused to Semetic sounds in the vernacular. But I woud rather trust those Jewish Algerians of Paris, with Arabic signs to their shops, for altho, in their Arabic vernacular they confound dotted *ssad* and dotted *tta* (letters 15th and 17th) also *t* and *th*, yet they ar competent to giv the sounds of *aleph* (it occurs in the Wyandot pronunciation of N i a *ga* r a), *gimel*, and *ain*, upon which much of Semetic filologi rests.

Messrs. Story and Fisher ask strange questions, much as—why write Greek *chi* with "ch," if "c" "had the same hard sound?" p. 51. The sounds were different, but the learned in Greek preferd the Greek form which the people coud not pronounce—as in the case of "z," which the people assimilated to *ss*, as in PATRISSO for PATRIZO. I have seen inscriptions in the Vatican, with the Greek name Eutychia given in Latin letters as EVTYCIA, and the Latin words IN PACE borrowed in a Greek inscription as ENΠAXH. (Given in my Analytic Orthography, 1860, p. 29.)

On p. 51 we hav an *If therefore*—"If therefore the sound of *c* formed any part of that of *psi*, it clearly could not have been hard like *k*." Another case of Sardanapalism based on the fact that when Claudius wisht to make the Latin alfabet correspond with the Greek one, he represented *psi* by a kind of *x* with its parts rounded, and this resembled two c-s, but neither (neether) half of the letter coud be red as a *p* or a Greek *s*.

On p. 148, the author constructs a sillogism that he may deny its conclusion. It commences with—"All truth must be valued and reduced to practice;"—but according to Locke, as quoted in Webster's Dictionary—"There are millions of truths that men are not concerned to know."

The material of education is becoming generalised, but as yet, there is little science in the popular etimologi, nor can there be, as long as our manuals present the "English method" of Latin pronunciation, and giv "Rules" for the accomodation of English spelling. In the scientific studi, not onli of Latin, but of English, a production like Professor Fisher's is as much out of place as a-text book on astrologi, for a class in astronomi. His tabls of colleges ar useful in showing how rapidli or how slowli education is acquiring a philosophic basis; nevertheless, the inststutions adopting the empiric, English sistem, or even the Continental one, ar, under the circumstances, entitled to no consideration in the studi of English, which has long since passt the John Walker stage.

THE WORLD.

—Gen. Grant's brother, Orville, has opened a leather store in Chicago.

—All but six members of the present Utah Legislature ary polygamists.

—The Dismal Swamp Canal has been sold to the bond-holders for $275,000.

—The gross debt of Boston, Mass., at the beginning of the year was $29,063,777.

—Michigan has a state debt of $890,000, with a sinking fund of $904,000 to offset it.

—Since 1849 such "phenomenal weather" has not been known as that of the present season.

—Milwaukee made 752,000 barrels of flour last year, being an increase of 200,000 barrels over 1878.

—Jay Gould and Russell Sage have purchased large tracts of coal lands near Burlingame, Kan.

—It is feared that the climate of California is gradually undergoing a radical change for the colder.

—Rev. Dr. John Hall, of New York, is said to have received over $10,000 in wedding fees during last year.

—The Cayuga Lake Academy at Auburn, N. Y., has received a gift of $10,000 from the Hon. E. B. Morgan.

—Maysville, Ky, with a population of 6,000 persons, has decided by a vote of 596 to 172 to allow pigs to run in the streets.

—A twenty-nine-inch reflecting glass—the largest of the kind in America—is being made for the new Yale College telescope.

—A bill has been introduced in the New York Legislature providing that women may vote at elections for school officers.

—The checks sent out from Washington to pay the interest on registered bonds filled 20 mail-bags, and were over 50,000 in number.

—A monument is to be erected at Holly Springs, Miss., by the press of the state in memory of the editors who died of yellow fever in 1878.

—It is said to have cost the city of Columbus, O., $2,000 in counsel fees to determine whether or not there should be a change of geographies in the public schools.

—Jamestown, Va., has the oldest postoffice in the country. Letters have been delivered there in some form or other for two hundred and eighty-three years.

—The government order directing that the Bible be read in the public schools of Greece prescribes that it shall be in the original, not the modern, Greek.

—At one of the Louisville hotels is a lady who comes down to breakfast each morning with the copy of a magazine, so varying her literature with her costume that the covering of the periodical shall always harmonize with her own. The *Courier-Journal*, authority for the above, fails to tell whether or not her disconsolate mornings are ushered in by one of the State's blue books, and her dark days by a powder magazine.

—At the late meeting of the Ameriean social science association in Boston, the subject of industrial education was commended as being worthy of the most careful attention. It was also recommended that the association should add the weight of its influence to aid and encourage the friends of sound education everywhere in introducing such revision of the laws in those states where it has not already been accomplished as shall speedily secure a thorough and systematic supervision of all the public schools, free from political or sectional influences.

—A little Oil City girl observed her mother measuring cloth by holding it up to her nose with one hand and reaching out to arm's length with the other. She assumed a thoughtful aspect, and, after cogitating a few moments, asked: "How can you measure cloth that way? Can you smell a yard?"—*Oil City Derrick.*

—Old lady (on donkey)—"Boy, boy, isn't this very dangerous?" Boy—"Werry dangerous, indeed, marm; there was a lady a ridin' up here last year, and the donkey fell, and the lady was chucked over the cliff and killed." Old lady—"Good gracious, was the donkey killed, too?" Boy—"No, marm; that's the werry donkey."

THE SCHOOL-ROOM.

SUGGESTIONS TO PUPIL TEACHERS.

I. AS TO PREPARATION OF LESSONS.

Make each lesson which you assign a subject of careful study respecting the following points:

1. What is the connection of the topic with a preceding one? What divisions of the topic are desirable to be made in teaching it? What are the dependences of the parts upon each other?

2. What does the lesson contain which will be new to the pupil—what definitions, operations, rules, explanations or principles? How are these best presented?

3. What difficulties does the lesson involve? What are some of the ways of treating them? What is the best way?

4. What are the most essential things to be had in view—the important points to be worked to—in the lesson?

5. What opportunity does the lesson afford for drill in numerical processes? What, for exercise of memory? What, for language training? What, for development of the reasoning powers? What is the value of the lesson as a means of education?

6. What scheme or plan of work will best meet the requirements of successful teaching of the lesson?

7. Know your part perfectly. Know it in a broad and generous way.

II. AS TO CONDUCTING RECITATIONS.

1. Provide occupation upon parts of the lesson for each member of the class. While some work at the blackboard, let those in the seats, also, have something to do. Keep the work moving all along the line.

2. Avoid wasting time on matters of little importance. Hold well to the essential points. Be on guard against diversion from main issues. Know your scheme thoroughly and keep to it.

3. Consider each lesson a means, and each recitation an occasion of accomplishing certain definite educational results. Observe constantly how well those results are being realized. Do not work with eyes bandaged. See clearly all the time what is to be done, and how best to do it, and note the outcome.

4. Keep account of the progress of each member of the class. Be patient with those who, though they may not do as well as you desire, are yet doing as well as they can. With the lazy and indifferent your skill will need to be at its best.

5. Be attentive to the order of the class, to the manners of the pupils in recitation, to their language and to their advancement in every respect to which your work with them and personal influence may contribute. Remember your office is to teach and not merely to hear lessons.

6. Let assistance of individual pupils in work assigned at the blackboard be generally given before the class and not at the pupil's elbow as he stands at the board. There are three reasons for this suggestion.

7. Do your work heartily. Do it in a live and vigorous way.

III. AS TO ASSIGNING LESSONS.

1. Give the last five minutes of the hour to the assignment of the next lesson. Be judicious as to length of lesson assigned.

2. Direct attention to the most important things to be noticed in the preparation of the lesson.

3. Let a part of each day's work be a review of the important points of the lesson of the previous day.—*C. F. R. Bellows.*

THE TABLES TURNED.

[Arranged by ALICE M. GUERNSEY.]

SCENE I.: *A parlor.* MRS. HAVEN, *writing. Enter Cook.*

Cook.—Mrs. Haven, mem, if you please.

Mrs. H.—Yes, what is it, cook?

Cook.—It's not that you are not a kind mistress, mem; the wages is good, not to say company is allowed once a week, and Tuesday evenings always out; but there are some things flesh and blood can't stand, mem—no more they can't—and I haint no patience with such doings; and if you please to suit yourself, mem, with a month's warning——"

Mrs. H.—Why, cook, what is the matter?

Cook.—Some can abide meddling with, mem, and some can't; and if the barrel of mackerel sets on the wrong shelf, and the sugar-boxes ain't kept covered proper, it's the mistress should tell me of it, and not the master. And if Mr. Haven wants to cook, mem, well and good; but I won't stay in the same kitchen. (*Exit cook.*)

SCENE II.: *The kitchen.* MR. HAVEN, *with his coat off, in the act of moving a tub; enter* MRS. HAVEN.

Mr. H. (*without looking up.*)—You see, Bridget, this is the worst possible place that the thing could stand in; it is exactly in the way, and—why, Mrs. Haven, is it you?

Mrs. H.—Yes, it is I. I thought you had gone to your office, Henry!

Mr. H.—I am going, presently; but you see, Mary, everything down here is at sixes and sevens. It's well I come down occasionally; Bridget has no more idea of economy than a wild savage, and puts everything where it shouldn't be. My dear, have you looked over the grocer's bill for a month?

Mrs. H.—Yes; I examine it weekly.

Mr. H.—Well, it's frightful! There must be a leak somewhere; and that reminds me, the molasses-keg is dripping at the rate of half a pint a day.

Mrs. H.—I will see to it.

Mr. H.—But you *don't* see to it, my dear. I found a box of stale eggs on the upper shelf—eggs, my dear, that are completely wasted, when eggs are five cents apiece!

Mrs. H.—No, Henry; they are saved for Saturday's cooking.

Mr. H.—I shall dismiss Bridget this morning, and you must look after the kitchen till I can get semebody that will do better. (MRS. H., *with a disturbed look turns to go out.*) Mary, have you seen my memorandum-book?

Mrs. H.—No, I have not. (*Sarcastically.*) Probably you will find it on the pantry shelf, or under Bridget's washing-machine.

Mr. H.—Now, Mary, you are out of temper; and how very unreasonable that is of you!

Mrs. H.—Henry, you don't know how it mortifies and annoys me to have you interfere in my domestic affairs.

Mr. H.—Aren't we a firm—Henry Haven & Wife—and are not our interests identical?

Mr. H.—Yes; but Henry Haven has his department, and wife ought to have hers.

Mr. H.—That's all nonsense, my love.

Mrs. H.—Henry, will you oblige me, by leaving these domestic concerns to my own management?

Mr. H.—I would do much to oblige you, my dear, but I shall not agree to that. (*Exit* MR. H. *Enter cook.*)

Cook.—Please, mem, I found this little book behind the flour-barrel.

Mrs. H.—Thank you, Bridget; it is Mr. Haven's. (*Cook goes out.*)

Mrs. H. (*Opening the book and reading aloud.*)—"See Osgood & Daley about the house in Twelfth street; not to let them have it for $1,000."

"Call at Adams's, and order the *green* oil-cloth instead of the *buff*, for office floor."

"Remind clerk not to settle tailor's bill; alterations to be made first."

I am very glad Bridget found this book. Let me see: Mr. Haven told me he was going to Brooklyn this morning. (*Looking at her watch.*) There will be plenty of time. (*Exit* Mrs. H.)

SCENE III.: *The parlor. Writing materials on the table.*

Mrs. H. (*Reading open letters.*)—

MESSRS. OSGOOD & DALEY—*Sirs:*

You may have the house in Twelfth street for $1,000. You are probably aware that the property belongs to me. Yours truly,

MRS. HENRY HAVEN.

MR. ADAMS—*Sir:*

I have decided to take the *buff* oil-cloth for the office floor, instead of the *green*. Please send it immediately. Yours, MARY B. HAVEN.

MR. GRAY—*Dear Sir;*

Inclosed find $40.00. Please send a receipt for Henry Haven's bill, and oblige Yours, M. B. HAVEN.

There, I don't think I've done quite mischief enough; I'll go down to the office now, and turn things around and re-arrange the law books!

SCENE IV.: *Office of* OSGOOD & DALEY; *lawyer reading. Enter* MR. HAVEN.

Lawyer.—Good morning, Mr. Haven.

Mr. H.—Good morning, sir; about that Twelfth street lease, Mr. Osgood?

Lawyer.—Yes, sir; a thousand dollars is a very fair price, sir.

Mr. H.—I don't mean to let you have it a cent short of $1,100.

Lawyer. (*Astonished.*)—I have just received advice from Mrs. Haven that it is her property, and that I can have it for $1,000.

Mr. H.—Mrs. Haven! But—really this is quite unbusiness-like!

Lawyer.—I have the letter in my possession, sir, and the property is undeniably ours.

Mr. H.—Very well. (*Goes out.*)

SCENE V.: *Office of* MR. ADAMS. *Enter* MR. HAVEN.

Mr. A.—Good morning, sir.

Mr. H.—Good morning, Mr. Adams; I want to see about that carpeting.

Mr. A.—It's all right, sir; the oil-cloth is half down by this time. The *buff* pattern, sir—cheap goods! Mrs. Haven ordered it some time since.

Mr. H.—The mischief she did!

Mr. A.—I hope there's no mistake, sir!

Mr. H. (*Turning away.*)—What *has* got into Mary?—Is she crazy?

SCENE VI.: *Store of* MR. GRAY. *Enter* MR. HAVEN.

Mr. H. (*Angrily.*)—I'd like to know what you mean, sir, by sending home such garments; I won't wear them unless they are made over completely!

Mr. G.—Sir, you are aware that we make no alteration after the bill is settled.

Mr. H.—Very well; your bill *isn't* settled, and it won't be, either, in a hurry!

Mr. G. (*Referring to his books.*)—Mrs. Haven paid it, sir, this morning.

Mr. H.—Mrs. Haven paid it? Well! (*Turns to go out.*) I think I will go to see Mrs. Haven.

SCENE VII.: MR. HAVEN'S *office; things in confusion.* MRS. H. *arranging books and papers. Enter* MR. H.

Mrs. H.—Good evening, Henry. *Jones vs. Brown*—he belongs on the pile. Really, Henry, the confusion of your papers is appalling!

Mr. H.—Confusion, madame! I tell you they are in the most perfect order.

Mrs. H.—Order! I should think so; all the important ones tucked away in the drawers, and these great books right around in the way! And then your table was in the worst possible place—so much light from the window falling upon it, you would have spoiled your eyes in a short time; thank *me* for the change. How do you like the new *buff* oil-cloth?

Mr. H.—Mary, what do you mean by disarranging my business, and turning things topsy-turvy in this way?

Mrs. H.—Are we not a firm, Henry Haven & Wife? and are not our interests identical?

Mr. H.—Yes, we are a firm, but——

Mrs. H.—But you think Mr. Haven has his department, and wife ought to have hers, do you? Very well; I agree to that.

Mr. H.—I'm completely sold! Mary, I promise you I'll not interfere in the kitchen any more; do have some pity on a fellow. Come, let's go home to dinner.—*Good Times.*

Rotation in office is the bane of American politics, from center to circumference; and the place to strike it is the center. The restless ambition which gives to every political contest its fever heat, and to every caucus its seething selfishness, springs from the fact that every four years there is a prospect of 80,000 offices to be filled, and there are 80,000 men anxious to keep their bread and butter and 800,000 men anxious to get it away from them. The best thing the country could do to break the power of the machine, cool the passions of politics, purify them of personal aggrandizement and ambition and leave the body of the people to pursue their ordinary avocations in peace, would be an unwritten law that every man, from the President in the White House down to the porter in the Custom House, was sure to remain in his office so long as he filled his office with fidelity and capability—and no longer.—*Christian Union.*

MATHEMATICAL DEPARTMENT.

The Mathematical Department will be devoted to the elucidation of principles rather than to the solution of curious problems. Questions in transcendental analysis, being beyond the range and requirements of the majority of students and teachers, will not be discussed, except incidentally.

Communications for this department should be sent to DAVID KIRK, Jackson, Minn.

THE SIGNS IN ALGEBRA.

Some one has remarked that the first principles of a science are generally the last ones to be learned. This is true, and, perhaps inevitable, for our first view of a science is analytical. Before we can comprehend a science, we must treat it synthetically.

It is often observed that pupils pass through the subject of algebra without fully understanding the fundamental processes; and the reason for this, in addition to what has been said above, is the unwillingness of beginners to dwell on statements of principles, because they seem to be simple and, perhaps, axiomatic.

The fundumental operations of algebra are governed by a single principle, viz: When a quantity is to be increased or diminished by other quantities, the result will be the same, in whatever order the operation is carried on, provided none of the quantities be disregarded. Quantity exists without relation to order, and is independent of order in operations that may be performed upon it.

For instance, if we desire to add 9 and 7, and to subtract 5, we may first subtract 5 from 7 and add the remainder to 9, or we may subtract 5 from 9 and add the remainder to 7, or we may subtract 5 from the sum of 9 and 7, and the result will be 11 in every case. And again, if we want to multiply 9 by 6 and to divide by 3; we may first divide 9 by 3, and multiply the quotient by 6, or we may divide 6 by 3, and multiply the quotient by 9, or we may multiply 9 by 6 and divide the product by 3, and the result will be 18 in every case. If the difference $a-b$ is to be added to $3a$, we may first subtract b from a, and then add the remainder to $3a$; or we may subtract b from $3a$, and add a to the remainder; or we may add a to $3a$ and subtract b. Taking the last method, we get $4a-b$.

To develop the law of the signs in subtraction, we may proceed as follows: To subtract $a-c$ from $3a$, we may first subtract c from a, and then subtract the remainder from $3a$; or we may add c to $3a$, and then subtract a from the sum, on the principle that adding a given quantity to the minuend is equivalent to taking the same quantity from the subtrahend; or we may subtract a from $3a$, and add c to the remainder. In the last case the subtrahend being too large by c the remainder is too small by c, therefore we add c to the remainder; that is, we annex $+c$. Though the signs $+$ and $-$ have an enlarged signification in algebra, being used to show opposite states, or opposite directions of quantities, they retain their meaning as symbols of addition and subtraction.

In multiplying $a-b$ by c, we may first subtract and then multiply, or first multiply and then subtract. Multiplying a by c gives ac, and b by c gives bc, and subtracting the second product from the first, we get $ac-bc$. In multiplying $a-b$ by $c-d$ we multiply by c, as before, and obtain $ac-bc$; then the same multiplicand is multiplied by d, which produces $ad-bd$, which being subtracted from the former product becomes $-ad+bd$.

This explanation of the law of the signs in multiplication, by means of a compound multiplier and multiplicand, though the most satisfactory to the mathematician, does not fully convince all persons. The reason may be found in the mistaken idea that the signs of monomials do not retain their arithmetical, or primary signification.

Multiplying together the binomial factors above given, will give us $(a-b)(c-d)=ac-bc-ad+bd$. As these letters may represent any quantities, suppose a and c each $=o$. The terms of the product containing these letters become o and there remains $+bd$ which must have come from multiplying $-b$ by $-d$, for the other terms have disappeared.

We shall discuss this subject again, and give some familiar illustrations for use in the school-room.

—"Papa," said he, as he was shown some pictures in a book Santa Claus had left him, "papa, why does camels have such big hunches on their backs?" The information received not being satisfactory, he at length solved the difficulty himself. "Why, I know, papa," said he, "it's so's they'll be camels." Which must be the reason.—*Elmira Advertiser.*

—"Why does Mr. Skinflint, the possessor of so many millions, always travel third-class?" "Because there is no fourth-class."

THE STATES.

WISCONSIN.—In the absence of any items from the Wisconsin Editor we take the liberty of clipping the following from the *Berlin Courant:*

"Last Saturday evening a large audience assembled at Library Hall to hear Prof. Rockwood's readings, and all were well pleased with the entertainment. The Prof. is an excellent elocutionist, and was especially good in his dialect selections. The best thing of the evening, however, was "Jack Rucker's Last Ride," composed by Prof. Rockwood himself. The poem is very smooth and intensely interesting, while the manner in which it was recited placed it in the best possible manner before the audience."

The Winnebago County Teachers' Association met at Omro, Feb. 7. Supt. Kimball was elected president, and Chester Smith secretary, thus forming a new and more thorough organization. Prin. I. N. Stewart gave some good advice, in his practical way, about the organization of such an association. Other participants in the exercises were S. R. Manning, E. A. Williams, Frank Howard, A. L. Howard, Messrs. Barnes, Rood, McGoorty, Rev. Mr. Pattee, and Misses Foote, Laiten, McPeck. Supt. Kimball is to be congratulated upon the success of this session. The next will be held at Eureka, March 6.

County Superintendent J. H. Tobin, of Waushara county, writes for the *Berlin Courant*, and answers practical questions from the teachers of his county. He is also giving a description of the schools of Waushara county. The "High School Items" in the same paper are well written.

Send in your school news, Wisconsin teachers, either to Prof. Rockwood or directly to the publication office. We want to know more about your work.

MICHIGAN.—Prof. Bellows, of the Normal, is devoting himself to a new kind of work this year, at least in some respects new. The last year, which was the first of trial of the new plan in the Normal School, gave good promise of success under proper administering, and it is hoped that the present year will fully demonstrate the wisdom of the scheme. Prof. Bellows has this year so far given two courses of lectures on methods of teaching arithmetic, and one on methods in algebra. The remainder of his time, five hours per day, he is giving to supervision of the practice teaching. He has charge of eleven classes under pupil teachers in the eight grades in arithmetic; also five classes in algebra, and five in geometry. These pupil teachers have a meeting each week for criticism and counsel. Outlines of lessons are submitted by the teachers at these meetings, and illustrations given of methods of treating the subjects of the lessons. These illustrations are then criticised and discussed. It is the aim of the faculty to make the work very thorough in every direction of professional interest to the teachers. There are about 400 pupils now in charge of the above 21 teachers. The pupils are in the School of Observation and Practice connected with the Normal.

Rev. E. Mudge addressed the Teachers' Association at Eagle, on Saturday, Feb. 14. Subject: Educational Reform.

Geo. E. Cochrane, Superintendent of Schools, Kalamazoo, died Feb. 7, 1880. Prof. Cochrane was one of our most promising young men. His zeal in his topic at our last association at Lansing will long be remembered by all who listened to his good sound sense and logical reasoning. The entire fraternity of Michigan will mourn the loss of so sterling a worker from our numbers.

The Portland schools enroll 350 pupils. The monthly examination for February was held Feb. 7. Good judges report the papers to be of a very high grade; in fact, the best that school has ever produced. There are seven teachers doing good work; they labor under the disadvantage of small rooms, and mingled with their morning prayers is a codicil for a new school building. A God-speed to Bro. Bemis.

There are some very interesting facts in connection with Supt. Daniels and Prof. Strong, Grand Rapids. As boys they worked on contiguous farms; met after the day's labor was done, and with boy vision, looked into the future, and laid plans and built air castles. The went to college together, still advising and holding each other true to the plumb line of duty and right. We believe they did not marry sisters, but for the last twenty-two years they have worked in double harness, first one holding the helm of the educational ship of Grand Rapids, and the other first lieutenant, and then *vice versa*, with not a ripple of discontent or a shade of feeling. They have been building during all these years of work, a great bulwark for the good of Grand Rapids, which shall be chronicled only by the historian who writes the true result of noble and right actions. Here are two men diametrically opposed in temperament and make-up, seeing eye to eye, standing shoulder to shoulder, foot to foot, and what is far better, heart to heart, and mind to mind, for the good of a great cause. Mr. Daniels is a systematizer, a manager of men, practical in all his ideas, dealing mainly with facts, studying utility in all he does; while Mr. Strong is highly aesthetical in all his tastes, seeing visions of growth and power in the mind and soul beyond the present and seemingly practical side of life. Mr. Daniels moves about his work like a keen-eyed pilot, holding the ship from all shoals that might threaten or injure it; while Mr. Strong sits among his pupils like a loving, intelligent father, leading them forth into the different fields of knowledge and truth, and showing them the ideal side of life when viewed from its highest stand-point, and loving the meanness all out of them. And so these two men, each the highest type of his kind, have blended harmoniously together in their work, and are rearing a great monument of good that shall in after years rise up and bless their memory. Let us pray for more intelligent, true workers.

The Grand Rapids schools enroll 5,109; average age, 10 years; over 16, 378. The course of study is very full, placing a student in the sophomore year of our best universities. Prof. Herrick, who has charge of the music, is a thorough type of the Christian gentleman, and is aiding and abetting the work of the other teachers. May the good influence of the Grand Rapids schools broaden and deepen until the hearts of the people may beat more in sympathy with the cause of education.

The Mecosta Teachers' Institute will meet at Big Rapids March 29 to Apr. 2. Instructors: W. H. Payne and T. C. Garner, assisted by C. C. Fuller, L. G. Palmer, D. F. Glidden, Dr. W. A. Whitney, and C. W. Fallass. Entertainment to teachers free, or at nominal prices.

NEBRASKA.—The fourteenth annual meeting of the Association is to be at Seward on March 30—April 1. PROGRAM. *Tuesday*, 7.30 p. m.—Address of welcome, Mayor Dunbaugh, Seward; Response, Principal Blake, Beatrice; President's Address; Miscellaneous business. *Wednesday*, 9 a. m.—Course of study from real life, Principal Crawford, Omaha; The text-book and the teacher; Principal Wallace, Brownville; Some requisites to successful teaching, Miss Jessie E. Bain, Peru; Miscellaneous business.—2 p. m.: Aims and methods of study, Principal Shyrock, Ashland; Industrial drawing, Miss E. Kingsley, Lincoln, and Miss L. Fern, Wahoo; The pictures we make, Professor Thompson, York; Appointment of committees; Miscellaneous business.—7.30 p. m. The Mediterranean and its surroundings, Professor Stearns, Doane College; Miscellaneous business. *Thursday*, 9 a. m.—Suggested modifications of the school law, State Supt. Thompson; Our educational tendencies, Principal Love, Plattsmouth; The State as an educator, Principal Wilson, Seward; How can our schools be made more effective? President Fleharty, Osceola.—2 p. m. Report of committee on high schools, J. M. Tipton; Paper by Professor Howard, State University; Oral instruction as tested by experience, Principal Funk, Red Cloud; Report of committees; Election of officers. Evening: Social reunion.

OHIO.—The academic year at Oberlin College has been changed, so that Commencement will hereafter occur three weeks later, and the fall term begin two weeks later than heretofore. The college year will be of the old length, fourteen weeks fall term, twelve weeks each for the winter and spring terms.

The students at Kenyon College will have their customary celebration of Washington's Birthday this year on the 20th inst, as the 22d comes on Sunday. The college will be illuminated, and orations will be delivered by representatives of the college societies.

The absence of a State Normal School clears the field for a number of successful private schools of this kind. The Lake View Normal in Cuyahoga county, near Lake Erie, has received a subscription of $300 to procure books and apparatus. Seven directors have been elected for it by the citizens of the place. Prof. Sharp's Normal school at Delaware opens a spring term on the 1st prox.

State School Commissioner Burns has settled a much mooted question by the decision that a teacher is entitled to his pay monthly, and is not obliged to wait till the end of his term.

The Green County Teachers' Association met at Xenia last Saturday, the 14th inst., and executed an admirable program. The School Board of that city is about to pass upon the question of submitting a new school house project to a vote of the people at the April election.

The Bryan high school will celebrate Longfellow's birthday appropriately on the 27th inst. The school has lately been furnished with a large book-case, and has made a fine start for a library and a geological museum.

The birthday celebrations are growing popular in the schools. Those at Hamilton will celebrate Washington's natal anniversary.

The scarlet fever and diphtheria have almost broken up the Steubenville

schools for the present. The prevalence of fever as an epidemic in Covington near Piqua, has compelled the closing of the schools there.

Superintendent Peaslee, of Cincinnati, has been appointed to read a paper on "Literature for our School Youth," to the Ohio State Teachers' Association next July. A fine effort may be expected.

The Highland county teacher who committed suicide recently in Covington, Ky., has been identified as Mr. Oregon L. Roush, a smart but somewhat dissipated young pedagogue, who was probably crazed by disappointed love.

A $12,000 school house is to be built at East Liverpool.

The school-house at Clifton was lately much damaged by fire, which broke out twice in one day.

The WEEKLY is indebted to Prof. Henry A. Ford, a well known editor and institute conductor, for frequent contributions of late Ohio news. His prominence in the Michigan teachers' institutes has given him a wide reputation. Previous to its union with the WEEKLY he was editor and publisher of the *Michigan Teacher*. It has been announced in our exchanges that Mr. and Mrs. Ford may be engaged to conduct teachers' institutes in other states than Michigan the coming season, as they are now living in Ohio. Address 1909 Euclid ave., Cleveland.

ILLINOIS.—A call signed by P. R. Walker, Rochelle, A. J. Blanchard Sycamore, J. A. Vrooman, Cortland, Miss J. F. Hathaway, Sycamore, J. Hawley, Malta, S. L. Graham, DeKalb, has been issued to the teachers of the county to attend a Teachers' Sociable to be held at Courtland, Saturday, Feb. 21, beginning at 9:30 a. m. Arrangements will be made to have nearly all the leading teachers between Geneva and Dixon present, as well as many in the immediate vicinity.

The Ottawa *Times* of Feb. 6, contains an illustrated sketch of the Ottawa Township high school.

W. A. Wetzell conducts an interesting educational column in the *Gibson Courier*. From this paper we learn that he offers a prize of $5 to the pupil who, at the end of three months, shall pass the best examination on the current news of that period, and $3 for the second best.

Bureau county schools took contributions Tuesday, Feb. 10, to aid in building an "Educational Hall" on the Fair Grounds. The Agricultural Society donated a hundred dollars, the teachers of the county pledge themselves for the same, and it is hoped that the schools will raise a like amount.

The Monthly Institute of Peoria city teachers purposes to have at least one exercise of each meeting on some topic aside from professional work. At the February meeting Miss S. S. Lines, Principal of Third District, gave a very interesting sketch of her journey to the seaside during the summer vacation. All the sections of the institute have interesting exercises planned for the March meeting.

The friends of H. B. Norton, one of the early graduates of the Illinois Normal, will regret to learn of the recent burning of San Jose Normal School building, of which he is the principal.

Sterling, Whiteside county, has organized a scientific association. It would be well for the cause of science if the capable citizens of every village would organize such an association. Their rooms would at once become the repository of everything of scientific interest in the neighborhood, and would furnish excellent opportunities for study. This specimen room ought to be in the school building where it may be readily used by the natural history classes, but since teachers do not always appreciate, use, or preserve such specimens, it is well for the scientific citizens to keep the cabinet under their control and loan to the school when it happens to have a teacher who can use specimens.

Jerseyville is to have an institute Feb. 28. Prof. Pike is on the program for Grammar.

Prof. Cook, the former editor of this department, is to lecture at the Streator institute Feb. 20.

Moline night schools now enroll fifty-five.

The day schools are about to add another teacher.

And now L. M. Dillman, of Bloomington, well known among the Illinois school marms as the gentlemanly agent of Van Antwerp Bragg & Co., has settled the matrimonial question. The successful candidate was from Ohio. Truly the good fortune of Ohio people is not yet at an end.

Shelbyville papers report for their schools in January six hundred and fifty-one enrolled, with twelve tardinesses and ninety-six per cent of attendance. Good.

Greenville is in Bond county. We don't know how it got its name. We desire to announce that some correspondent in the local paper of that region is making a literary effort supposed to be against normal schools. We expect to receive thanks for giving this wry face a lift into notice.

Mt. Pulaski, Logan county, has a very fine school house. It cost $20,000, and looks on the outside as if it might be commodious on the inside. The county institute met there the other day and saw the outside of the building but was not allowed to enter. A town that is so cast-iron about the use of its building will have some difficulty in keeping its boys and girls from marring it. The M. E. Church opened its doors to the sessions of the institute.

IOWA.—The January and February issues of the *Iowa Normal Monthly* are of extra size, and contain the full proceedings of the late Iowa State Teachers' Association. The two numbers will be sent to any address on receipt of 18c (six three-cent stamps). Address W. J. Shoup & Co., Dubuque, Iowa.

The total assets of the State University up to Nov. 1, 1879, amounted to $234,447.26.

The Pennsylvania *School Journal* lately credited an article to Pres. Pickard of Iowa College, and the *New England Journal* in speaking of our State Teachers' Association, referred eulogistically to Pres. Thompson's inaugural address.

The industrial school established at Cedar Rapids some time ago is progressing finely.

There are about forty students in Prof. Edson's normal class at Iowa College.

The Keokuk schools have closed for a two weeks' vacation on account of sickness among the pupils.

No. 1 of the *Roll of Honor* of the Marshalltown public schools is a handsome little paper containing the names of all pupils who receive honors in scholarship. It also contains specimen answiers from examinations in physiology and geology. The whole is creditable in the highest degree to Supt. Rogers and his splendid corps of teachers.

Pres. Berry, of Indianola, died last week.

The Dubuque *Times* says that some of our eastern exchanges are calling attention to the percentage of children of school age in Iowa who do not attend the public schools as shown by the official reports, and are wondering if the youth of Iowa are growing up in ignorance in the large proportion thus indicated. Our eastern friends are too realistic; they see more—or perhaps less—than exists in these official figures. What is known as the "school age" of children in Iowa are those between five and twenty-one years. All such are enrolled, and together comprise the children of school age in the state. But it is found that the average attendance is upwards of thirty per cent less than the number appearing on the rolls. The shortage appears at both ends of the enrollment list, for but few children are sent to school before they are seven years old. From the total enrolled there must be taken all children in the state between the ages of five and seven. Now at the other end: A very large proportion of children, particularly in the agricultural districts, do not attend school after they become sixteen years old. This is particularly the case among the males as they are employed on the farms after that age, or at most attend school in the winter term only, which goes far in reducing the average attendance. As we advance to eighteen years this proportion becomes still greater, and so on to twenty-one. It is unquestionably the fact that no state in the Union can show a larger percentage of attendance on the common schools between seven and sixteen than Iowa; and equally true that Iowa will show as small a percentage of illiterate children or persons of school age as any other state in the Union or the world. Our official reports in this regard do injustice to the state; and what appears to our discredit is found on investigation to be without foundation.

MISSISSIPPI.—The Aberdeen school board has passed the following resolution:

Be it resolved, that it is the opinion of the Executive Committee that there should no longer be any radical school teacher employed in the capacity of public school teacher in the county of Monroe, and that the Superintendent of Education be specially requested to decline giving any radical a certificate as teacher.

Upon this, the Superintendent has issued the following document, to be signed by applicant before getting certificate:

I certify that I have been a Democrat, and that I will hereafter support the condidates of the Democratic party and work with that party.

The above is required before I approve a contract.

SUPERINTENDENT.

MINNESOTA.—The St. Cloud *Times* announces the death of Mrs. George H. Spencer of that city, formerly occupying a high position in the faculty of the normal school of that city.

KANSAS.—There were thirty applicants for State certificates at the State Teachers' Convention, during the holidays, and seven were successful. Certificates will be issued to C. Q. Bullock, of Blue Rapids; Miss S. Arabella Coe, Newton; J. M. Copeland, Waco; L. F. Fuller, Vermillion; J. C. Gray, Le Roy; P. H. Harris, Iola; E. W. Hulse, Eldorado; D. E. Saunders, Fort Scott; and E. T. Trimble, Winfield.

INDIANA.—The public schools of Kokomo, Edinburg, and several other towns are temporarily closed on account of the prevalence of contagious diseases, particularly of scarlet fever.

W. J. Williams, principal of public schools of Rochester, has been tried before the circuit court of Fulton county for punishing a boy in the school of one of his assistants last October. The punishment was administered with a switch which is described as about three feet in length, a litttle larger than a lead pencil at one end and tapering to a point. He struck the boy six or seven times and made his mark.

The case was long and ably contested and excited great interest as the prosecutor was one of the wealthiest and most influential citizens in the place. The jury returned a verdict in favor of the defendant.

A test case has been made in the Indianapolis schools to determine the authority of teachers over pupils on the street while going to and from school. The claim is made by the school authorities that a pupil is always under some body's control, either that of the parent or teacher, and that the teacher's jurisdiction extends over the pupil until he arrives at his home. A pupil was recently suspended for snowballing on the street at some distance from the school and near his home.

The father maintained the boy's independence of school authority after leaving the school premises. The superintendent consented to restore the pupil upon condition that the father would admit the teacher's right of jurisdiction in the premises. The father appealed to the Judiciary Committee of the Board, who referred the matter to their attorney. The decision virtually sustains the ruling of the superintendent; with the somewhat vague qualification that this authority may be exercised only over such actions of the pupils as affect their relations to other pupils and to the school.

NOTES AND QUERIES.

TO CORRESPONDENTS:—Make queries and answers short as possible, and clear. Do not write them on the same paper with other matters, but always on separate slips, and on but one side of the paper. Put but one subject in a query or in an answer. Refer to previous queries by number and page. EDITOR OF N. AND Q. COLUMN.

No. 5. A professor once said, addressing a college society, "The fundamental principles which underlie all education are few and simple." Will some one state briefly but clearly these fundamental principles?

F. G. M., ED. WEEKLY, No. 133, p. 173.

COMMENT. This is one of those vague, unanswerable questions which ought not to come into the columns of Notes and Queries. Educational periodicals are crowded with attempts to answer this query; and still it is asked. Try the general editor with answers to this, if you have anything worth saying on it.

DR. WILLARD.

No. 6. I am in deep grief because I cannot find a definition for "level surface," nor for "parallel lines." S. Y. G.

No. 7. Why does the plumb-line not point to the center of the earth?

S. Y. G.

No. 8. On the one hand Greene, Clark, Swinton, Boltwood, Burt, Pinneo, Reed and Kellogg, in English, and Bullions, Morris, Harkness, and Smith's *Principia*, in Latin, say "The predicate represents that which is said or affirmed; as, 'the house is built,' 'chalk is white;' *is built* and *is white* are the predicates." On the other hand, Harvey says, "The predicate of a proposition is that which is affirmed of the subject; as, 'time is precious;' *precious* is the predicate. *Remark* The predicate is sometimes erroneously called *the attribute* of a proposition; and the copula and predicate together, *the predicate*." Who dare say which is right?

F. G. M., ED. WEEKLY, No. 127, p. 73.

No. 9. Nearly all standard authors punctuate a series by inserting a comma between each particular. Example: Infancy, childhood, youth, manhood, and age are different stages in human life. Nearly all newspapers leave the comma out between the last two particulars. Why do they do so; is it to save time? JAS. CAMPBELL.

THE HOME.

FOR THE EDUCATIONAL WEEKLY.

LIFE'S EAST AND LIFE'S WEST.

BY TARPLEY STARR, Virginia.

Sunshine of morning—dimpling
and dancing
As all the work of the world were
but play;
Rosebuds of spring-time with sweet lips
entrancing,
Breathing no breath of earth's mold
or decay;
Birds in the tree-tops glinting
and glancing,
Wooing and cooing their love's
round-a-lay—
Singing the songs that are endless
and tender,
Dreaming on nests that are full
of all wonder—
THIS IS THE EAST—with its visions
of splendor.
This is the East where the Eden lands
lay.
Where buds never wither and leaves never fall,
Life's beautiful morning that blooms for us all.

Sunshine of evening grown chilly
and clinging,
Breathing its sighs to the woodland's
bare breast;
Leaves of the autumn their death-knell
a-ringing;
Tree-tops with never a bird in the nest—
Flowers, dead flowers, our pathway
a-crowding;
Shadows, long shadows, our twilight
beclouding—
THIS IS THE WEST, that holds for our
shrouding,
The garments of night that fold
us to rest—
This the evening of life's solemn fall,
Ah! this is the evening that comes to us all.

MORE LIGHT.

Prof. JOHN OGDEN, Ohio Central Normal School.

MAN has only just begun to measure the grand possibilities of life. In fact he is now only fairly beginning to live. In contemplating these possibilities, it seems that he has *merely existed* in the past; that his whole history is but a record of his folly, with here and there just enough good sense to make a strong contrast.

What a commentary on a life of six thousand years! And yet, in looking back upon the discoveries and inventions of the past fifty years, we are disposed to please ourselves with the thought that we have found out about all there is to know; that there is nothing for the future generations to do, but to sit down and enjoy themselves—that *we* have reached the "ultima thule" of all human excellence—that "surely we are the people, and wisdom shall die with us."

Indeed, we are expected to praise ourselves, even for our folly, and to make mouths at our ancestors, and call them "old pokeys," while they were doing the deep plowing and sowing, from which we are reaping the abundant harvest.

But let us not forget that every age has stood upon the shoulders of its predecessor, and that it is expected, therefore, to see a little further on; that the present sustains about the same relation to the future that all other presents have sustained, in respect to progress; and that the probabilities are, that more lies before us than behind us; that what we have discovered in science and

literature and art, are the simple keys of the great store-house of knowledge, or the alphabet of God's immeasurable book of science.

Why, the simple elements surrounding us are not yet conquered. Man is yet comparatively helpless in the hand of nature. The storm does not obey him; the floods lift up their hands against him; his fields are ravaged by blight and mildew; disease and death still stalk abroad, and man does not live out half his days.

True, we have harnessed the vapor of water, and chained the electric fluid that hitherto and still plays "hide and go seek" in the earth and in the air, and still disturbs our safety and our slumbers. But what we have been permitted to do with this element of nature only shows what immense power it has, and how tractable it is. It has only been coquetting with us, and flashing its saucy sparks in our faces to lead us on to know more of its yet untamed and unconquered energies.

But now behold there is a man, up in MENLO PARK, talking, and questioning, and even disputing with nature, even as Moses disputed with the Almighty when He had determined to destroy His chosen people. What does that man say? He says *nature must yield.* But nature keeps a tight grip upon her secret. She knows the value of it; and she generally makes her votaries pay full price for her commodities. But mark you, she will be compelled to yield, because that man has real genuine American grit; and he means success. He is in earnest; and an earnest man is one of the most dangerous animals that God ever let loose on earth. It is not at all safe to stand in the way of such an one. He is stronger than nature herself; and although she may dally with him for a time, she is bound to yield, by-and-by.

The world wants more light. God has spoken it. He said in the far ages of the past, "Let there be light, and there was light." He says now, Man wants more light; and Edison answers, "He shall have it." The sun has been storing it away in the secret places for lo, these millions of years. Think you it is lost? That is not God's way of doing things. He economizes, and tells us to hunt it up, to pay for it, and then we can have it.

The earth is filled with light and heat; but her coal beds, and oil fields will give out, some of these days; and then what shall we do? We shall then light our lamps from the fires that leap from a thousand miles beneath her surface. Away with your little gas factories then! They are a smuggy nuisance. The earth needs more and better light. The earth and the air are filled with it. Let it come forth.

Thus science speaks to nature to-day; and her hitherto barred and bolted doors fly open on all sides. "Mehr Licht!" "Mehr Licht!" said the old German philosopher and Poet, and the windows were thrown wide open; but his imprisoned spirit fled to the worlds of light. Thus cries science to-day. And the windows of nature are opened to admit the hitherto imprisoned rays, to light man onward and upward to a better and truer type.

Let it shine! Let some of it shine on the teacher's page. Let him wake up and help it shine. Let it sparkle in every schoolhouse. Let it glimmer in every forest. Let its milder beams illumine every household. Let our educational journals blaze with it. Let its coruscations flash across the continent. Let it shine into the dark corners of the earth; and let it consume every corrupt thing. Let the teacher light his torch at this "Burning Bush." Let him put off the shoes from his feet, even his filthy habits, in presence of this Light. How can a teacher that respects his calling, not to say loves it, consent to grope his way in darkness, when the light can be bought for a trifle—*for $2.00 a year*—not half what a pair of boots would cost? And yet a good educational paper is of more value than many boots. I would rather go without my boots and my breakfast too, than my papers, and my Light.

This educational paper alone, should be taken by at least ten thousand teachers in this land, and by as many more professional men. But this was not my intention when I commenced to write. But what is written—is written, and I shall not alter it. *Every teacher should take the* "EDUCATIONAL WEEKLY."

NEVER TOO LATE TO LEARN.

Socrates, at an extreme old age, learned to play on musical instruments.

Cato, at eighty years of age, learned the Greek language.

Plutarch, when between seventy and eighty, began the study of Latin.

Sir Henry Spellman neglected the sciences in his youth, but commenced the study of them when he was between fifty and sixty years of age. After this time he became a most learned antiquarian and lawyer.

Dr. Johnson applied himself to the Dutch language but a few years before his death.

Ludovico Lonaldesco, at the great age of one hundred and fifteen, wrote the memoirs of his own times.

Franklin did not fully commence his philosophical pursuits till he had reached his fiftieth year.

Dryden, in his sixty-eighth year, commenced the translation of the Iliad, his most pleasing production.

Ogilby, the translator of Homer and Virgil, was unacquainted with Latin and Greek until his fiftieth year.

Dr. Carey acquired nearly all the dialects of India after he was well advanced in life, and his translations of the Bible are still in use.

We could go on and cite thousands of examples of men who commenced a new study, either for a livelihood or amusement, at an advanced age. But every one familiar with the biography of distinguished men, will recollect individual cases enough to convince him that none but the sick and indolent will ever say, "I am too old to learn."

THE DISTRICT SCHOOLMASTER.

Josh Billings speaks of this much-abused personage as follows: There iz one man in the world to whome I always take of mi hat, and remane uncovered until he gits safely by, and that iz the distrikt schoolmaster. When I meet him I look on him as a marter just returned from the stake or on his way to be cooked. He leads a more lonesum and single life than an old batchelor. He iz remembered just about as long affecshunateli as a gide-board iz by a travelin pack pedlur. Iff he undertakes to make his scholarz luv him the chances are he will neglect their lurnin, and iff he dont lick 'em now and then prety often, they will soon lick him. The distrikt schoolmaster ain't got a friend on the flat side ov the globe. The boys snowball him durin' recess, the girls put water in his hair-die, and the school cummitty makes him work for haf the money a bartender gets, and board him round the naborhood, where they give him rye coffy sweetened with molasses tew drink, and codfish-bolls three times a day for vittles. Talk tew me about the pashunce of the ancient Job; Job had prety plenty uv biles all over him; no doubt they were all uv one breed. Every young one in a distrikt skule is a bile uv a different breed, and each young one needs a different kind of poultiss to get a good head on him. Every man who has kept distrikt school for ten years, and has borded around the naborhood ought to be mager general, and have a penshun for the rest uv hiz natural days, a hoss and wagon tu du his goin round in."

The Roman Catholic Bishop McCloskey has decreed that parochial schools be established ever, where in the diocese of Kentucky. The decree closes as follows: "Now, it is our will and command that where there is a Catholic school in a parish, the parents and guardians in such places send their children or wards to such Catholic school, and we hereby direct that the obligation be enforced under pain of *refusal of absolution in the sacrament of penance.*" Pray who are these foreign-born priests, under orders from a man in Italy, who are assuming these dictatorial airs among American citizens, giving forth "commands" as to what schools American parents *must*, and what schools they *must not*, send their own children to, and threatening (for this is what the threat means) to send them to—hell, if they do not obey!—*The Advance.*

*THE CLASSIFICATION OF GRADED SCHOOLS.**

RADICAL ground is taken and well fortified by facts. The present system of grading is based upon averages and tends to mediocrity. The bright pupils in any given study are held back for the sake of dragging forward the dull ones, and if the pupil leaves before the close of the year, or begins after the term opens, he has to travel in the same old beaten path, learning no new things, and getting disgusted with studies which have become tiresome. Promotion only at the end of the school year works injustice to more than half the pupils. It is not a business-like way to spend money, and is wrong toward the taxpayers.

Several years ago, Prof. George advocated a shortening of the school grades from one year to three or six months, and this has worked well. When a pupil fails to pass he does not fall back very far into the next lower class, and after an absence he finds a class just about where he had been. and is encouraged to reënter and go on and take up his studies where he laid them down. The old system of grading produces two results,—injustice and shallowness. If a pupil is permitted to go on with a study wherein he fails on account of his proficiency in other studies, he feels that justice is perverted in his favor; but if he is turned back in some study wherein he excels because of failure elsewhere, he knows justice is outraged. If the parents are proud-spirited, the child is sometimes taken out of school. If the pupil is allowed to go beyond his depth in study, he will probably always be weak therein, because he does not touch solid ground and will get an antipathy to it which years may not remove.

The short-grade feature mitigates these evils to some extent, but does not remove them. Organization should never destroy personal freedom or discourage individual excellence. Statistics were given of the public schools in Ann Arbor, Kalamazoo, Detroit, and Indianapolis, showing that in the sixth grade the pupils were all required to reach a certain page in arithmetic, geography, and grammar at the same time; and these pages do not agree in the different schools, so that no uniformity exists even if the rule were not an absurd one. Why should a pupil be required to reach a certain stage of advancement in all the branches pursued before he is allowed to move on in any one branch? The different studies are not so related to each other that progress in one depends upon the same in another. Nowhere in nature or in life are the different faculties harnessed abreast in this way. When a person leaves school he is credited with achievements in any department, and is even encouraged in specialties. The world recognizes and rewards special talents; but the schools, imbued with a spirit of the dark ages rather than practical business thrift and common sense, convert the graded system into a veritable Procrustean bed. The schools should be unshackled, and this iron network should be broken, so as to allow each pupil to advance in his several studies, with such speed and vigor as he can. The schools are for all, and their classification should be so simple and elastic as to accommodate all. No genius in language should be hampered because of slowness in arithmetic, and no dolt in arithmetic should be hurried beyond his depth—and kept a dolt—because bright in other studies; but in all departments of school, the pupils should be classified as God classifies them, and as men will classify them after they leave school.

The proposed method of classification would place all the children of the schools in regard to one study in classes according to their advancement and ability,—as arithmetic, for instance. Then the students in grammar should be classified without any reference to their knowledge of arithmetic; ditto in reading, history, and the whole range of studies, classifying each according to merit and without regard to any other study. This will involve a change in school buildings, and the construction of a new one at Kalamazoo was explained by a diagram. It contained one large room for advanced scholars, one smaller room for primary scholars, and seven recitation rooms. The teacher in the primary and advanced rooms preserves order and assists the pupils, but does not hear recitations. The teachers in the recitation rooms have each a special study, to take the classes through in order, from the lowest to the highest grade. In this way pupils are all steadily advancing, none being overworked and none allowed to lag improperly. Good order is preserved by the principal. The apparatus is all used because the teachers know how to use it. If the sentiment of the district should demand instruction for the boys in some mechanical art, and for the girls in sewing or other domestic industry, during part of the day, the school machinery would not be thrown out of gear, but would promptly adjust itself to the situation. Such a school could be brought down to the needs of the community in which it exists. As the average child can remain in school but a few years, no system of grading should be tolerated which checks the development of any talent the child may possess in order to push him in some other direction. He should have opportunity in all directions and be drawn out in all. No more barbarity in degrading a pupil for failure in one or two studies, for the whole machinery of the school might meet without friction all the differences of scholarship. This grading upon merit, and rapid promotion where deserved, would reach down into all the schools, and take by the hand individual pupils, and breathe into their souls the inspiring message, "come up higher."

* Abstract of a paper read before the Michigan State Teachers' Association, Dec. 31, 1879, by Prof. Austin George.

THE TEACHERS' MEETING.

SUFFICIENT NOT ENOUGH.

In nothing more than in school matters do people make the mistake of regarding *sufficient as enough*. The directors of a small, weak district of ten consider the minimum of one hundred ten days per annum of school *sufficient*, but it is no more truly *enough* for that school than for the larger and wealthier.

Again, such districts are likely to content themselves with the fewest possible school conveniences and with the cheapest person that can be secured to keep school. The most economic farmer would not think of feeding his stock a bare *sufficiency*, yet he plans to run the school on a starvation supply and thinks he has done about the right thing.

It frequently happens where good schools are maintained that parents content themselves with sending their children only *sufficiently* to keep them with their classes. The missing of a week's or a month's school work is thought to be of little consequence if the pupil will be allowed to hang to his class on his return.

The pupils often catch the same spirit and consider it *sufficient* to do barely the studying that will keep them in the grade. Thus their hold on their work is constantly weakening, and, their falling to the next grade below, shocking and surprising as it may seem to themselves and their parents, is only a question of time.

These are very complacent thoughts for the teacher who wants an explanation and defense for failure, but he must not fail to consider whether he is not niggardly in his part of the work. Ask yourself, fellow teacher, if you are not going through the years with barely *sufficient* scholarship, and if you are not conducting your school with the least possible work. If so, this is no *enough*.

Be sure that you learn for yourself the difference between the synonyms that head this article, and while exemplifying this difference in your own work you can best help your pupils and patrons to discover the same distinction. *

MARRYING SCHOOL MA'AMS.

To the Editors of the Weekly:

There is a good deal of discussion in the Chicago papers, over the recent order of the School Board making the marriage of a lady teacher equivalent to a resignation of her position. Of course the popular side is the one that the ladies are on. It is not to be wondered at, that among the inalienable rights of life, liberty, and the pursuit of happiness, they should consider the right to get married as one of the most sacred. To rule that a woman shall lose her place because she gets married, is evidently unconstitutional! The young lady of the period will never submit to such despotism. Although I sympathize with the sisters, as a matter of sentiment, I cannot join the popular cry against the Board, for certain reasons which I think are conclusive.

In fact, I should be in favor of going a step farther, and ruling out all the young ladies that have beaux. A beau, to my mind, is a greater hindrance to a teacher than a husband, and courting is the most unfavorable condition that a teacher can be in. A schoolma'am with a beau is about as worthless as a fiddler without one. She is "clean daft," as the cockney says, and has no zeal or sense for anything else. It is just possible that a young woman who is trying to get a beau is a little more giddy than the one who has caught him.

The whole beau business is a nuisance, when there is any other business to be attended to; and our schools, from Maine to California, have to suffer for it.

Nobody denies the right of the schoolma'am to be courted and married. The question is, whether, as a rule, these conditions and states of life are compatible with the exacting duties of a profession.

When a woman marries she accepts another situation, she follows another calling, she enters upon another profession.

It is no discrimination against woman to say that, as a rule, marriage disqualifies her for active business life, while it does not so affect man. Domestic life and maternity are a calling in themselves, that cannot, except at great disadvantage and some peril, be compromised with other duties. It is folly for a woman to marry if she wishes to continue in professional work. She must, by the very nature of things, give up one or the other; and I cannot think that our School Board has gone far wrong in formulating this fact as a law, and giving notice in advance that no woman can serve two masters.

C. W.

HOW SLATE PENCILS ARE MADE.

In making slate pencils broken slate is put into a mortar run by steam, and pounded into small particles. Then it goes into a mill and runs into a "bolting" machine, such as is used in flouring mills, where it is "bolted," the fine, almost impalpable flour that results being taken to a mixing tub, where a small quantity of steatite flour similarly manufactured is added together with other materials, the whole being made into a stiff dough. This dough is kneaded thoroughly by passing it several times between iron rollers. Thence it is conveyed to a table where it is made into "charges," or short cylinders, four or five inches thick, and containing eight to twelve pounds each. Four of these are placed in a strong iron chamber or "retort," with a changeable nozzle so as to regulate the size of the pencil, and subjected to tremendous hydraulic pressure under which the composition is pushed through the nozzle in the shape of a long cord, and passed over a sloping table slit at right angles with the cords to give passage to a knife which cuts them into lengths. They are then laid on boards to dry, and after a few hours are removed to sheets of corrugated zinc, the corrugating serving to prevent the pencils from warping during the process of baking, to which they are next subjected in a kiln, into which superheated steam is introduced in pipes, the temperature being regulated according to the requirements of the article exposed to its influence. From the kiln the articles go to the finishing and packing room, where the ends are thrust for a second under rapidly revolving emery wheels, and withdrawn neatly and smoothly pointed. They are then packed in pasteboard boxes, each containing 100 pencils, and these boxes are in turn packed for shipment in wooden boxes, containing 100 each, or 10,000 pencils in a shipping box. Nearly all the work is done by boys, and the cost therefore is light.

A great deal of the intolerable bohemianism of certain classes of well-born young men in cities; of the unmaidenly antics of a smaller class of "independent" young women, of the ferocious ruffianism of the modocs and hoodlums; the crowds of young city ruffians; of the beastly intemperance and licentiousness of other multitudes that make life in some of our towns a daily peril—is only the violent reaction of outraged human nature, longing for a broader place to swing its arms. It is all very pretty, this routine regulation child-life of the city; every boy en route to a definite position in business, letters, or society; every girl ticketed through in her cradle to the big depot where the "coming man" awaits her, unless he has lost his train, at the age of matrimony. But the reverse side of town life—the spectacle that our children too often make of themselves in trying to tear out from this social slavery and find a little space to assert themselves, is neither pretty nor inspiring. Many a parent whose child-life in the country was the noblest university for self-development, is filled with horror or indignation because his own children do not tamely submit to a life in which they have literally no part nor lot save to "move on" in a crowd and do just what they are told, from the cradle to one-and-twenty. If your boys and girls are getting nervous, irritable, secretive; all the time trying to outwit you and have their own wild way, ask yourself if you have not been goading them on in a track so narrow that they have never been able yet to say, "their souls are their own."—*Rev. A. D. Mayo.*

CURRENT SCIENCE NOTES.

—All commercial grape sugar contains arsenic in small quantities. It is probable that the source of the arsenic is the sulphuric acid employed in the manufacture.

—Joseph W. Swan, of Gateshead, England, claims to have used charred paper and card in the construction of an electric lamp fifteen years ago, and used it, too, in the shape of a horseshoe precisely as Edison is now using it. But he fails to give any references substantiating his claim.

—Shoemaker's wax has been used with success in Glasgow to illustrate to the students of natural philosophy, in a model, the flow of glaciers. It is wonderful how closely the flow of this wax resembles that of ice. Sir W. Thompson has also employed this sort of wax to show the motion of lighter bodies, like cork, and heavier bodies, like bullets, through a vicious substance.

—Lemarre has stated in a communication to the French Academy of Sciences, that at the beginning of a violent snow-storm he saw small tufts of light at the ends of the steel ribs of his umbrella, and heard at the same time a sort of humming sound. When he brought his hand near one of the luminous points he received a slight shock, and the lights then disappeared. This electrical display is rather exceptional.

PUBLISHERS' NOTES.

—Subscriptions to the "Weekly" expiring with No. 150 may be continued to Jan. 1, 1881, for $1.65 in advance, or to next summer vacation for 78 cents.

—The School Mottoes which we have sent out recently have elicited many commendations. We believe there is no better set to be found anywhere.

—Subscribers will bear in mind that the reduced price of the WEEKLY ($2.00) is offered only to those who *pay in advance.* To all others the price remains at $2.50

—We are having many responses to our late call for agents, and several first class men have gone to work with a will to double our subscription list in their counties. The commissions we offer are irresistible, and yet we prefer to give the cash instead of special premiums, because it satisfies our agents better. We have no club rates; each subscriber pays the same price, but the agent may get a commission large enough to buy them each an Unabridged, if he works faithfully.

—There is one advertisement in our columns to which we desire to call particular attention. It is that of F. A. Sinclair, of Mottville, N. Y., who *makes chairs.* We wish simply to say that we have recently purchased some of his chairs for our office and others for our home, and they fully justify all that is claimed for them, and more too. They are the most comfortable and best made chairs we ever had the happiness to sit in and to own. The rockers are particularly a home delight. Mr. Sinclair holds them at a pretty high price, but *it will pay to buy them;* they will never wear out, they are a neat ornament to a room, and they are *sure to be a delight.* Mr. Sinclair informs us to-day that he is making one each of No. 13 and No. 8 for President and Mrs. Hayes, to be used in the White House, and of course he has reason to be proud of the order.

FROM OUR SUBSCRIBERS.

I read several educational papers, but I like the tone of your paper, its good common sense and pluck, and herewith subscribe for one year. I believe in certain reforms in our system of education, and the numbers of your paper I have read please me.—*St. Paul, Minn.*

I am glad to hear you so decided about the WEEKLY. I hope it will be on a permanent basis; no matter what any one says or does.—*Rochelle, Ill.*

OFFICIAL DEPARTMENT.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION.

Washington, January 31, 1880.

The attention of scientists, engineers, and educators is invited to the following letter from the Hon. William M. Evarts, Secretary of State, transmitting notice of a prize offered by His Majesty the King of the Belgians for the best monograph on the means of improving ports established on low and sandy coasts.

Competitors in the United States are advised that they should forward their articles through the Department of State.

JOHN EATON,
U. S. Commissioner of Education.

[LETTER OF THE SECRETARY OF STATE.]

DEPARTMENT OF STATE,
Washington, January 7, 1880.

The Honorable CARL SCHURZ,
Secretary of the Interior.

SIR: I have the honor to enclose a copy of a notice announcing the offer of a prize by the King of the Belgians for the best work on the means of improving certain ports, which has been received from the Belgian Legation in this capital. I have the honor to be, sir,

Your obedient servant,
WILLIAM M. EVARTS.

[INDORSEMENT.]

DEPARTMENT OF THE INTERIOR,
January 9, 1880.

Respectfully referred to the Commissioner of Education.

GEO. M. LOCKWOOD,
Chief Clerk.

NOTICE.

By a decree of December 14, 1874, His Majesty the King of the Belgians offered an annual prize of twenty-five thousand francs for the encouragement of intellectual effort.

The prize for the year 1881, for which authors of all nations may compete, will be awarded *to the best work on the means of improving ports established on low and sandy coasts like those of Belgium.*

Foreigners desiring to compete for this prize will be required to send their works, either printed or in manuscript, to the Minister of the Interior at Brussels, before the 1st day of January, 1881.

A manuscript work obtaining the prize must be published in the course of the year following that in which the prize shall have been awarded.

The award will be made by a jury appointed by His Majesty the King of the Belgians; this jury will be composed of seven members, three of whom are to be Belgians and four foreigners of different nationalities

CHICAGO NOTES.

At the last meeting of the principals' association Mr. Delano complained that Jonathan Piper's manuals of Arithmetic were gradually disappearing from the schools. By the way, what course of study is now in use; the principals? Piper's, or the one approved by the board?

The total value of the public school property of Chicago is $3,791,173.01. Number of school buildings owned by the city, 55; number of rented buildings, 19; receipts for school purposes last year, $840,954.33; expenditures, $774,913.54. Amount of tax levied for school purposes, $726,835.

The president of the school board, Hon. W. H. Wells, makes a strong plea for additional school accommodation in his forthcoming annual report. With the children the cry is still they come, at the rate of 3,000 a year. The remainder of Mr. Wells' report is devoted to the advocacy of high schools and spelling, with the usual annual compliments to Mr. Ward for a benediction.

The following were Mr. Doty's recommendations at the last principals' meeting: 1. To cultivate an artificial memory by grouping with a central name the names of contemporaries, also the application of epithets; 2. To have specimens of school work in sight; 3. To make maps on 2 in. × 2 in. paper; 4. To have five word exercises in spelling; 5. To send to the office lists of words actually mispronounced. (But what good will that do? He has been told a dozen times how to pronounce *inquiry* and *illustrate.*) 6. To hang thermometers on a level with the children's heads.

At the last meeting of the principals' association resolutions looking to the organization of an "Institute of Pedagogy" were passed. The following principals were appointed a committee to frame the association: O. T. Bright, C. G. Stowell, James Hannan, H. H. Belfield, and Mrs. E. F. Young. This is evidently a move towards reviving the principals' association that was so pleasant and profitable when a voluntary affair.

HOW TO SEND MONEY BY MAIL.

In the *School Bulletin* for December we find some plain and common-sense remarks about sending money; they are so well adapted to this longitude that we appropriate a good portion of them for the benefit of our patrons—*and our own.* A few changes are made to better suit our case:

1. *Do not send checks for small amounts.*—Of course a check payable to our order is absolutely safe. It can not be cashed without our endorsement, and we cannot endorse it, unless we receive it. Moreover, people rather like to send checks. It shows that they have money in the bank, and do business on a large scale. But let such persons remember that it is not business-like to end a check for a small amount. Banks themselves usually send currency for anything less than six dollars. To collect such a check, we have to pay our bank fifteen or twenty-five cents, according to the location of the bank, or from thirty to fifty percent discount.

2. *The best way to remit is by New York or Chicago draft.*—A person who keeps a bank account can always get at his bank a draft on either city for any amount desired. Usually no charge is made to good customers. Any one can go to any bank and get such a draft for from ten to twenty-five cents, for small amounts. These drafts are perfectly safe, being payable only to our order, and are by all means the most satisfactory to us. So we say to our customers who keep bank accounts, ask your bank for a New York or Chicago draft.

But don't forget one thing. If, as is usual, the draft is made payable to your order, don't omit to write on the back,

"Pay to order of S. R. Wincheli & Co.
John Smith."

We frequently receive drafts payable to the order of the person sending, and unendorsed. Of course this is worthless to us till it has been returned to the sender, endorsed, and sent back to us.

3. *Money orders.*—Next to currency, we receive oftenest post-office money orders. The charge for them is small,—ten to twenty-five cents—and they are perfectly safe.

4. *Registered letters.*—Only a few post-offices issue money orders, but all offices will register letters for a uniform fee of ten cents. On the whole we like this way of sending money quite as well. It is safe, because the sender is given a receipt, and all registered letters are sent separately, and can be traced from office to office.

5. *Postage stamps.*—To pay even ten cents for registering amounts less than a dollar is, however, a large percentage, and we do not refuse, as some firms do, to take postage stamps for small amounts. But the stamps must be either one cent, two cent, or three cent. And where one or two stamps are sent, for reply, do not paste them to the letter. It is difficult to remove them, and they come just as safely if they are simply laid in.

6. *Finally, take nothing for granted.*—Our orders are filled by half-a-dozen different persons. If you have written to know how much a dozen *Grube's Method* will cost you, don't send the money and write, as a customer did last week: "Please send them; find money enclosed." Be always explicit. State what you want, how many of it, to whom it is to be sent, at what post-office, in what county and state. The number of unsigned, undated, unspecific letters we get in a year is amazing. We repeat, Take nothing for granted. State concisely, but clearly and fully, just what you want and where it is to be sent; and if you have forwarded the money according to the directions given above, we will guarantee that you get your books.

Above all, if anything is wrong, don't grumble about it, but write to us and explain it. It is quite as much to our advantage as to yours, that our dealings should be satisfactory to our customers and you will find it safe always to take it for granted that an established business firm intends to do business in a business-like way. We sometimes make mistakes, but not one-tenth as often as our customers; and where an order is wrongly filled, we are ready not only to make the exchange, but usually to return the letter which contains the order, to show our customer that the fault was his, in the neglect of some of the rules given above.

ÆNEID, BOOK I.

Translated by GEORGE HOWLAND, Chicago.

SING I the arms and the man, who first from the shores of the Trojan,
Driven by Fate, into Italy came, to Lavinium's borders.
Much was he vexed by the power of the gods, on the land and the ocean,
Through the implacable wrath of the vengeful and pitiless Juno;
Much, too, he suffered in war, until he could found him a city,
And into Latium carry his gods; whence the race of the Latins,
Alba's illustrious fathers, and Rome's imperial bulwarks.
Tell me, O Muse, of the causes; what deity he had offended;
Under what grievance the queen of the gods so many misfortunes
One of such signal devotion compelled to encounter and buffet.
Dwells there such merciless wrath in the minds of beings celestial?
Off the Italian coast, afar from the mouth of the Tiber,
Stood there of old a city by Tyrian colonists founded,
Carthage, rich in resources, and eager for warlike achievement.
Juno is said this one city above all the world to have cherished,
Samos less highly esteeming; her chariot here, here her arms were.
That it might sometime become a ruler over the nations,
If but the fates would permit, even then the goddess intended;
But she had heard of a people to come from the blood of the Trojans,
Who should hereafter o'erthrow the walls and the temples of Carthage;
Hence should a people wide-ruling, in warfare proudly distinguished,
Come for Libya's ruin, for thus the Fates had determined.
Fearful of this, and remembering, this daughter of Saturn, the contest
Which she had formerly waged around Troy for her dearly-loved Grecians—
Nor had the causes, as yet, of her wrath, and her bitter resentment,
Passed from her thoughts, but within her proud heart, even now, deeply treasured,
Rankles the judgment of Paris, the slighting affront to her beauty,
Thoughts of the hateful race, and the honors of seized Ganymede,—
Deeply incensed at all this, far and wide o'er the sea she disperses
Those of the Trojans still left by the Greeks and the wrathful Achilles,
While she from Latium kept them; and many long years there they wandered,
Driven about by the Fates around all the seas in their journeys.
Such was the labor required the Roman power to establish.
Scarce out of sight of the land of Sicily, seaward the Trojans
Joyful were spreading their sails, the foam from their brazen beaks dashing,
When in her heart still preserving her deep and undying resentment,
Thus with herself communed Juno: "What, cease from my purpose defeated,
"Helpless the king of the Trojans to banish from Italy's limits?
"Doubtless the Fates are against me. Was Pallas the ships of the Grecians
"Able to burn, and themselves overwhelm in the midst of the waters,
"For the offenses of one, and the outrage of Ajax Oïleus?
"She the swift lightning of Jove hurling forth from the clouds in her anger,
"Scattered their barks far abroad, and upturned the seas with the tempest;
"Ajax himself breathing flames from his breast first pierced with the lightning,
"She in the whirlwind then caught, and dashed on the rocks' sharp projections;
"I, though, the queen of the gods, both the wife of great Jove, and the sister,
"War with this single nation, so many long years have been waging;
"Will there be any hereafter to join in the worship of Juno,
"Suppliant bringing their gifts to lay in sweet trust on her altars?"
Thus with infuriate spirit, the goddess in secret communing,
Came to the country of storms, the birthplace of winds and tornadoes,
In the Aeolian land. Within a vast cavern imprisoned,
Over the warring winds and the howling blasts and the tempests
Aeolus rules with firm sway, and by bars and by barriers curbs them.
They in their blustering rage, with a rumbling roar of the mountain,
Rave round the door of their prison; high throned on a peak sits their monarch,
Holding a scepter, and soothes their wild force, and represses their fury;
Were it not so, they the sea and the land and high heaven, in their anger,
Doubtless would carry away, and sweep through the air in wild ruin.
But the omnipotent Father in gloomy caverns confined them,
Fearful of this, and the weight of high mountains moreover placed o'er them,
Giving them also a king, who by certain and sure regulations
Wisely should know how to check, or give them loose rein, when commanded;
Him then with suppliant words in this crisis Juno addresses:
"Aeolus, since thee the father of gods and the ruler of mortals
"Power hath given, by the wind to raise or allay the rough billows,
"On the Etrurian sea is a people detested now sailing,
"Bearing to Italy Troy and their gods, the conquered Penates;
"Give their full force to the winds, and whelm 'mid the waves all their vessels,
"Or far asunder disperse them, and strew the wide sea with their bodies.

THE SCHOOL-MASTER TO HIS PUPIL.

CONSEQUENCES.

The following is taken from a book entitled "The English School Master," bearing the date 1680. It is a very quaint old book, written by a famous English school-master, Edward Coote:

My child and scholar, take good heed,
unto the words that here are set,
And see thou do accordingly,
or else be sure thou shalt be beat.

First, I command thee God to serve,
then, to thy parents, duty yield;
Unto all men be courteous
and mannerly, in town and field.

Your cloaths unbuttoned do not keep,
let not your hose ungartered be,
Have handkerchief in readiness,
wash hands and face, or see not me.

Lose not your books, ink-horns, or pens,
nor girdle, garters, hat, or band,
Let shoes be tied, pin shirt-band close,
keep well your hands at any hand.

If broken-hosed or shoed you go,
or slovenly in your array,
Without a girdle or untrust,
then you and I must have a fray.

If that thou cry or talk aloud,
or books do read, or strike with knife,
Or laugh, or play unlawfully,
then you and I must be at strife.

If that you curse, miscall, or swear,
if that you pick, filch, steal, or lye;
If you forget a scholar's part,
then must you sure your points untye.

If that to school you do not go,
when time doth call you to the same;
Or if you loiter in the streets,
when we do meet then look for blame.

Wherefore, my child, behave thyself,
so decently in all assays,
That thou may'st purchase parents' love,
and eke obtain thy master's praise.

COLLEGE CHEERS.

A writer in the Columbia *Acta Columbiana* gives the following description of college cheers:

Harvard—'Rah! 'Rah! 'Rah! given with a full strong sound.)

Yale—'Rah! 'Rah! 'Rah! (sharply and defiantly.)

Columbia—Hurray! Hurray! Hurray! C-o-l-u-m-b-i-a!

Princeton—'Rah! 'Rah! 'Rah! S-s-t-boom-ah!

Cornell—Cor-Cor-Cor-*nell!* I yell! Cor-*nell!*

Wesleyan—'Rah! 'Rah! Wes-ley-*an!*

Pennsylvania—'Rah! 'Rah! 'Rah! Penn-sylvani-*a!*

Dartmouth's unearthly cry was born, probably, in he mind of some undergrad who had heard that his Alma Mater was orginally chartered "for ye instruction and conversion of ye Indian youth of His Majesty's Province;" and who thought that something aboriginal would be appropriate. This is the result:

Hurrah! Hurrah! Hurrah!
Wah-HOO wah!

The second syllable is prolonged indefinitely in a most appalling hoot, and the final WAH comes out in a sharp *staccato* that is startling in the extreme. I am inclined to think that the Dartmouth cry must rank first in the second class of college cheers, although that of Rutgers may, perhaps, dispute this claim. While, however, Dartmouth endeavors to inspire terror by its yell, Rutgers prefers to excite mirth:

'Rah! 'Rah! 'Rah!
Bow-wow-wow!

A few hundred Rutgers men with good lungs certainly produce as comic an effect with their cheer as can well be imagined. It is a most sublime yelp.

Racine has a punning cheer, the first part of it being not only the orthodox prelude to all other cheers, but also a part of its own name. It goes

'Ra-*Ra*-RA-CINE!

It is quite original, and sounds well. In fact, it is the only western college cheer that deserves consideration.

One of the colleges that posess an "initial-cheer" (if I may so describe it) is the College of the City of New York. It is not very remarkable either for ingenuity or euphony, yet its inventors deserve considerable credit for departing from the monotony of alphabetical slogans.

'Rah! 'Rah! 'Rah!
C! C! N! Y!

In fact, alphabetical cheers are altogether too numerous, and show a great lack of originality in the colleges where they prevail.

Williams has a curious sort of cheer, that should not be omitted in the list. It is not particularly stirring, even when chorused by a multitude; and when only a dozen or more give it, it is simply ludicrous. It goes thus:

'Rah! 'Rah! 'Rah!
Will-yums! *yams!* YUMS!

I had intended to complete the enumeration of the second class of college cheers in the present number of the *Acta;* but as I have already more than filled the space allotted me, I must finish in my next paper, when the cheers of some six or eight more colleges will be considered briefly.

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